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ABSTRACT

This reading skills guide for grades kindergarten through six is based on the Readiness-Instruction-Maintenance model, which is designed to serve as an aid in the teaching of reading by supplying a cohesive framework for the instruction and acquisition of basic reading skills. In the RIM model, readiness (R) stands for exposure to the skill, mastery not expected; instruction (I) stands for formal presentation with expectation of 80% mastery on tests at that grade level; and maintenance (M) stands for review and expansion of the skills previously presented. The guide is organized with emphasis on the following points: (1) it is geared toward the average student at each grade level; (2) each skill is written as a behavioral objective; (3) the four major reading skills of word analysis, vocabulary, comprehension, and study skills are addressed at each grade level; and (4) each objective is written to allow for increasing degrees of difficulty according to the grade level in which it will be used. (HOD)

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RIM Reading Skills Guide. Revised.

Fairbanks North Star Borough School District
Alaska

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RIM READING SKILLS GUIDE

INTRODUCTION AND STATEMENT OF PHILOSOPHY

The RIM Reading Skills Guide has been revised and numbered during the 1978-79 school year. It is hoped that the guide will aid in the implementation of a systematic approach to reading instruction. Through team work and district-wide coordination the reading program can be improved.

This guide is organized with emphasis on the following points:

- It is geared toward the average student at each grade level.
- Each skill is written as a behavioral objective.
- The four major reading skills of Word Analysis, Vocabulary, Comprehension and Study Skills are addressed at each grade level.
- Each objective is written to allow for increasing degrees of difficulty according to the grade level in which it will be used.

The RIM (Readiness-Instruction-Maintenance) Model is designed to serve as an aid in the teaching of reading by supplying a cohesive framework for the instruction and acquisition of basic reading skills. The model is structured to identify the levels at which Readiness, Instruction, and Maintenance of skills must be provided. Effective use of the RIM Model will result in a comprehensive reading program.

The letters, R, I, and M, are used to indicate the level at which readiness, instruction, and maintenance should be provided.

R = READINESS: Exposure to the skill; mastery not expected.

I = INSTRUCTION: Formal presentation with expectation of 80% mastery on tests (by the average student) at that grade level.

M = MAINTENANCE: Review and expansion of the skills previously presented.

Reading is a key to academic success and enjoyment in life—it is not enough to master skills--a love for reading should be developed in each child.

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OBJECTIVE: PRE-READING

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
PR-1	Repeat full name.	R/I	I					
PR-2	Learn phone number and address.	R/I	I	M	M			
PR-3	Learn birthday.	R/I	M					
PR-4	Distinguish between left and right.	R/I	I	I	M			
PR-5	Demonstrate adequate attention span.	R/I	I	I	M	M	M	M
PR-6	Listen attentively to a story.	R/I	I	I	M	M	M	M
PR-7	Follow oral directions.	R/I	I	I	M	M	M	M
PR-8	Point out familiar objects in pictures.	R/I	M					
PR-9	Describe similarities and difference of objects.	R/I	I	I	I	M		
PR-10	Express thoughts in sentences.	R/I	I	I	I	I	M	M
PR-11	Retell a story in sequence.	R/I	I	I	I	I	M	M
PR-12	Identify sounds (e.g. whistling, tapping)	R/I	I/M	M				
PR-13	Understand and use opposites, directional words, and question words orally.	R/I	I	I	M			

OBJECTIVE: PRE-READING

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
PR-14	Understand relationship of written and spoken language.	R/I	I	I	M			
PR-15	Use correct eye movements with readiness materials.	R/I	I/M	M				
PR-16	Complete large piece puzzles.	R/I	I/M					
PR-17	Attempt simple finger plays, poems and nursery rhymes.	R/I	I/M	M				
PR-18	Demonstrate adequate eye--hand coordination when pasting, coloring, cutting and following lines.	R/I	I	I/M				
PR-19	Handle books properly.	R/I	I	I/M				
PR-20	Run, walk, skip and hop.	R/I	I/M	M				
PR-21	Dress self (e.g. zipping, tying)	R/I	M					
PR-22	Print own first name.	R/I	I/M					

OBJECTIVE: WORD RECOGNITION/PHONETIC ANALYSIS

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
PA-1	Recognize own name in print.		R/I	I/M				
PA-2	Discriminate differences and similarities in:							
	a. shapes	R/I	I	I/M				
	b. sizes	R/I	I	I/M				
	c. basic colors	R/I	I/M					
	d. number forms	R/I	I	I/M				
	e. letters and words	R/I	I	I/M				
PA-3	Recognize words that rhyme:							
	a. sound alike/orally (e.g. weigh, hay)	R/I	I	I/M				
	b. word families (e.g. __an; __at)	R/I	R/I	I/M				
PA-4	Make vowel and consonant substitutions.		R/I	I	M			
PA-5	Name initial consonants.	R/I	I	M				
PA-6	Match capital and small letters.	R/I	I	M				
PA-7	Hear similarities and differences of beginning sounds of words (e.g. mat/cat)	R/I	I	M	M			

OBJECTIVE: WORD RECOGNITION/PHONETIC ANALYSIS

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
PA-8	Recognize and use sound symbol relationship of:							
	a. initial consonants	R/I	I	M	M			
	b. medial consonants		I	I	M			
	c. final consonants		I	M	M			
	d. short vowels (unglided)		I	I	M			
	e. long vowels (glided)		I	I	M			
	f. final 'e' rule		I	I	I	M	M	
	g. 'y' as a vowel		I	I	M			
	h. consonant blends (gr, bl)		I	I	M			
	i. initial consonant digraphs (sh, wh)		I	I	M			
	j. final digraphs (ch, th)		I	I	M			
	k. 'r' and 'l' controlled vowels (ar, al)		I	I	M			
	l. final phonetic parts (st, ng)		I	I	M			
	m. regular vowel combinations (ee, oa)		I	I	I/M	M		
	n. irregular vowel combinations (ow, aw)		I	I	I	I/M	M	M
	o. hard and soft sounds of 'c' and 'g'		I	I	I	M		
	p. irregular phonetic parts (sch, qu)		I	I	I	I/M	M	M
	q. diphthongs (oi, oy)		I	I	M	M		

OBJECTIVE: WORD RECOGNITION/PHONETIC ANALYSIS SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
PA-8	Recognize and use sound symbol relationship of:							
	r. schwa sound (about, circus)		R	R	I	I	M	M
	s. silent letters (kn, wr)		R/I	I	I	I	M	M
PA-9	Blend sounds together to make words.		I	I	I	M	M	M

OBJECTIVE: WORD RECOGNITION/STRUCTURAL ANALYSIS SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
SA-1	Identify root words (base words).		I	I	I	I	M	M
SA-2	Form and identify compound words.		I	I	I	M	M	M
SA-3	Form and identify hyphenated words.				R	I	I	M
SA-4	Change verb-forms by adding s, ed, ing, en.		I	I	I	I	M	M
SA-5	Form plurals adding s, es.		R	I	I	I	M	M
SA-6	Recognize and use irregular plural forms such as foot, feet.			I	I	I	M	
SA-7	Change y to i to add suffixes			I	I	I	M	M
SA-8	Recognize and use suffixes:							
	a. ly, ful, less, ness, y.			I	I	I	M	
	b. tion, ward, ment, ous, ern, ten, ship, some.			R	I	I	I	I
SA-9	Recognize and use noun suffix er, or (e.g. actor, farmer)			I	I	M	M	
SA-10	Recognize and use comparative adjective forms er and est.	R	R	I	I	M	M	
SA-11	Recognize and use prefixes (e.g. un, re)			R/I	I	I	M	
SA-12	Recognize and form contractions.		R/I	I	I	I/M	M	

OBJECTIVE: WORD RECOGNITION/STRUCTURAL ANALYSIS

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
SA-13 Recognize and form possessives.		R/I	I	I	I	I	M
SA-14 Recognize and use abbreviations.		R	R/I	I	M	M	M
SA-15 Divide words into syllables		R	R/I	I	I	I	I
SA-16 Use accent marks in multi-syllable words.				I	I	I	I
						17	
16							

OBJECTIVE: VOCABULARY

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
V-1	Recognize unknown words through pictures.	R/I	I	M				
V-2	Distinguish and supply rhyming words (e.g. can, pan)	R	I	I	M			
V-3	Recognize new words through context clues.		R/I	I	I	I	I	I
V-4	Recognize and provide:							
	a. synonyms (e.g. angry/mad)	R	R	I	I	I	I	I
	b. synonymous phrases (e.g. get big/grow)	R	R	R	I	I	I	I
	c. antonyms (e.g. big/little)	R	R	I	I	I	I	I
V-5	Recognize and provide homonyms (e.g. see, sea)		R	I	I	I	M	M
V-6	Identify words through definition and usage.	R	R	R/I	I	I	I	I
V-7	Derive information from definition.			R	I	I	I	I
V-8	Recognize and use multiple meanings of words (e.g. planted seeds, feet were planted)		R	R/I	I	I	I	I

OBJECTIVE: VOCABULARY

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
V-9 Recognize following words as sight words from Dolch list:		I	M	M			
Preprimer a and away big blue can come down find for funny go help here I in is it jump little look make me my not one play red run said see the three to two up we where yellow you							
Primer all am are at ate be black brown but came did do eat four get good have he into like must new no now on our out please pretty ran ride saw say she so soon that there they this too under want was well went what white who will with yes		I	I/M	M			
First Level after again an any as ask by could every fly from give going had has her him his how just know let live may of old once open over put round some stop take thank walk were when them then think		I	I	M			

OBJECTIVE: VOCABULARY

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
V-9	Continued. Second Level always call gave pull these why around cold goes read those wish because does green right upon work been don't its sing us would before fast made sit use write best first many sleep very your both five off tell wash buy found or there which			I	I	M	M	
	Third Level about drink hot much show warm better eight hurt myself six bring fall if never small carry far keep only start clean full kind own ten cut got laugh pick today done grow light seven together draw hold long shall try			I	I	M	M	
V-10	Use dictionary and gloassary to get word meanings		R	R/I	I	I	I	M
V-11	Use dictionary and glossary to select appropriate definitions of multiple meaning words.			R	I	I	M	M
V-12	Recognize figures of speech: similes, metaphors, hyperbole and personification.			R	I	I	I	I

OBJECTIVE: VOCABULARY

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
V-13	Recognize vivid and descriptive language.			R	I	I	I	I/M
V-14	Use prefixes and suffixes to gain word meaning.			R/I	I	I	I	I
V-15	Use base words and foreign roots to gain word meaning.				R	I	I	I

OBJECTIVE: COMPREHENSION

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
MAIN IDEAS							
C-1 Tell a story about a picture.	R/I	I	M				
C-2 Select main ideas from pictures	R	I	M				
C-3 Match pictures with text.	R	I	M				
C-4 Recognize a rephrased main idea.		R/I	I	I	I	I	M
C-5 Identify main ideas by selecting appropriate title.		R/I	I	I	I	M	M
C-6 Identify main idea by selecting appropriate key word or sentence.		R	I	I	I	I	M
C-7 Recognize main idea through supporting details.		R	R	I	I	I	M
CONTEXT CLUES							
C-8 Derive meaning of words through context clues.	R	I	I	I	I	I	M
C-9 Derive meaning of ideas through context clues.	R	R	R	I	I	I	I
FINDING DETAILS							
C-10 Recognize details in a given picture.	R/I	I	M	M	M	M	M
C-11 Interpret details in a given picture.		R	I	I	M	M	M
C-12 Select key words that describe detail.		R/I	I	I	I	I	I
C-13 Locate details from a printed selection.		R/I	I	I	I	I	M

OBJECTIVE: COMPREHENSION

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
C-14 Recognize key words, phrases and sentences telling who, what, where, when, why, and how.		R/I	I	I	I	I/M	M
C-15 Determine sequence of events:							
a. orally	R/I	I	I	I	M	M	
b. in written form		R/I	I	I	I	M	M
C-16 Determine sequence of ideas in printed material.		R	R/I	I	I	I	I
C-17 Select key words that express time.		R/I	I	I/M	M	M	M
RELATIONSHIPS							
C-18 Recognize and gain meaning from the following relationships:							
a. general-specific	R	R	R/I				
b. class/categories	R	R/I	I				
c. cause-effect	R	R/I	I				
d. time, place and size	R	R/I	I	I	M	M	M
e. analogies		R	I	I	I	I	I
CRITICAL READING							
C-19 Follow written directions.		R/I	I	I	I	I	I
C-20 Identify story characters.	R	R/I	I	M	M	M	M

OBJECTIVE: COMPREHENSION

SCOPE AND SEQUENCE

The STUDENT will be able to:		K	1	2	3	4	5	6
C-21	Identify and interpret a character's motives, feelings and/or attitudes.	R	R/I	I	I	I	I	I
C-22	Compare and contrast:							
	a. characters		R/I	I	I	I	I	I
	b. ideas in a story		R	R/I	I	I	I	I
C-23	Utilize punctuation marks to clarify meaning in printed materials.		I	I	I	I	I	I
C-24	Develop fluency by using thought phrases when reading.		R	I	I	I	M	M
C-25	Recognize and interpret tone and feeling of a printed selection.			R	I	I	I	I
C-26	Interpret author's point of view and purpose.				R	I	I	I
C-27	Generate solutions, predict outcomes, make inferences and draw conclusions based on facts presented.	R	R/I	I	I	I	I	I
C-28	Distinguish between fact and opinion.		R	R	R/I	I	I	I
LITERATURE								
C-29	Recognize and interpret the following literary devices:							
	a. fantasy	R	R/I	I	I	I	M	M
	b. absurdity	R	R/I	I	I	I	I	M
	c. irony					R	I	I
	d. sarcasm					R	I	I

OBJECTIVE: COMPREHENSION

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
C-30 Recognize and interpret the following literary types:							
a. fiction/non-fiction		R	R/I	I	I	I	M
b. biography/autobiography		R	R	I	M	M	
c. poetic forms	R	R	R	R/I	I	I	I
d. myth, fable, folk tale, fairy tale		R	R/I	I	I	M	M
e. science fiction		R	R	I	I	I	M
f. historical fiction				R/I	I	I	M
g. drama		R/I	I	I	I	I	I

OBJECTIVE: STUDY SKILLS

SCOPE AND SEQUENCE

The STUDENT will be able to:	K	1	2	3	4	5	6
SS-11 Recognize and use parts of a book:							
a. title page and table of contents	R	I	I	I	I	I	M
b. body		R	I	M			
c. glossary			R/I	I	I	M	M
d. index				R/I	I	I	I
SS-12 Use, interpret and apply information from:							
a. signs and posters	R	I	I	M	M		
b. charts, maps and graphs	R	R	R/I	I	I	I	I
c. schedules			R	R/I	I	I	I
d. periodicals		R	R	I	I	I	I
e. encyclopedias and dictionaries		R	R/I	I	I	I	I
f. timelines, flowcharts, and diagrams			R	I	I	I	I
g. card catalogues		R	R/I	I	I	I	I
h. footnotes and bibliographies					R	I	I
SS-13 Evaluate sources of information.				R/I	I	I	I